

**UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Miss Candow **Lesson #:** 4 **Facet:** Perspective and Self-Knowledge

**Grade Level:** 11-12  **Numbers of Days:** 3-4

**Topic:** Narrative Writing Wrap-Up

**PART I:**

**Objectives**

Students will understand that narrative writing is complex.

Students will know plot , theme, foreshadowing, allegory, allusion, characterization, conflict, diction, point of view, setting, and tone, and the importance of theme and symbolism, character details (such as archetypes and foils), and the significance of time.

Students will be able to analyze different themes addressed using different literary elements and recognize the writing qualities in a narrative.

**Product:** Blog or Prezi

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS) Alignment**

**Common Core State Standards**

**Content Area:** English

**Grade Level:** Grade 11-12

**Domain:** Writing

**Cluster:** Text Types and Purposes

**Standards:** 3. Write narratives to develop real or imagined events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d. Use precise word and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**Rationale:** Students will understand how all of the individual details of a narrative will come together to form a well written, detailed narrative. They will be able to recognize these qualities in other writing, and will be able to incorporate these qualities in their own works.

**Assessments**

**Formative (Assessment for Learning)**

**Section I – checking for understanding strategy during instruction**

To check for understanding, students will fill out exit tickets answering a question about the material discussed that day.

**Section II – timely feedback for products (self, peer, teacher)**

Students will look at the blogs or prezis of some of their peers and evaluate them using a checklist. The teacher will evaluate prezis using a rubric and blogs using a checklist, both with comments.

**Summative (Assessment of Learning):**

**Prezi** - Students will create a prezi explaining different themes and/or literary devices of at least two examples of short fiction. One must be a text we discussed in class and the other should be a work read independently. Student should do minor research on each author they discuss, and should include a slide on how the author's life affects their writing. These will be presented in class.

**Blog** - Students will create a blog detailing the different literary styles and qualities of at least two examples of short fiction. These can include noting the author's use of foreshadowing or narrative tone. Students should do minor research on each author they discuss, and in their blogs should mention how each author's life affects their writing. One of these stories must be one we discussed in class, and the other should be a work read independently. Students are encouraged to include graphics or other media content on their blogs.

**Integration**

**Technology (SAMR):**

Students will be creating either a blog or a prezi. Both of these have tools that aide in the creation of them, making them easier than a simple journal entry or a physical poster. Because of this, both of these are reaching the Augmentation level of the SAMR model,

**History -** Students can incorporate the history of an author into their blogs/prezis.

**Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction**

Students will use a story map which they will fill in for one or more short fiction examples, and to work on their final project. Students will participate in small round table discussions, where they will be given a story to talk about. Each student will need to write down their contribution on a piece of paper.

**Section II – Groups and Roles for Product**

The final assessment for this lesson can be completed individually, or in small groups. If they are completed in groups, each student must contribute to research, and should have at least one blog post or have a voice during the prezi presentation.

**Differentiated Instruction**

**MI Strategies**

**Verbal:** One of the assessment option is a heavily linguistic blog about literary styles.

**Logic:** The story map will help students organize the plot and details of their final assessment.

**Visual:** Students will use a story map that provides a way of seeing all the details and plot coming together.

**Kinesthetic:** Round table discussions will have students moving to get with groups and if desired, moving to a different location in the classroom.

**Intrapersonal:** The assessment for this lesson will be done alone, as well as students will use exit tickets to reflect over the answer to a question about the material.

**Interpersonal:** Students will participate in roundtable discussions in small groups, and then will participate in a larger class discussion.

**Modifications/Accommodations**

***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

**Plan for accommodating absent students:**

See the paragraph on the syllabus. If students are absent for the whole lesson, they will be expected to find a time to meet with me so I can give them the basics of what they've missed. Students will have to independently finish any in-class work. Arrangements will be made to allow students to finish their blogs or prezis in a reasonable amount of time.

**Extensions**

**Technology (SAMR):**

Both the blog and prezi can reach the modification level if other media is incorperated.

**Gifted Students:**

Gifted students will be required to include different kinds of media in their blogs or prezis.

**Materials, Resources and Technology**

Laptops/iPads

Pencils/Paper

Story Map Handouts

Copies of “A Good Man is Hard to Find”

Copies of “The Tell-Tale Heart”

Short Story Suggestion Handouts

**Source for Lesson Plan and Research**

<http://www.eduplace.com/graphicorganizer/pdf/storymap1_eng.pdf>

Story Map

<http://xroads.virginia.edu/~drbr/goodman.html>

"A Good Man is Hard to Find" by Flannery O'Connor

<http://xroads.virginia.edu/~hyper/poe/telltale.html>

“The Tell-Tale Heart” by Edgar Allan Poe

<http://www.enotes.com/homework-help/how-would-you-describe-edgar-allan-poes-writing-333454>

Edgar Allan Poe’s writing style

<http://education.seattlepi.com/narrative-style-structure-the-telltale-heart-5989.html>

Narrative Style in “The Tell-Tale Heart”

<http://www.cliffsnotes.com/literature/o/oconnors-short-stories/about-oconnors-short-stories>

Flannery O’Connor’s writing style

<http://www.shmoop.com/good-man-hard-to-find/writing-style.html>

Narrative Style in “A Good Man is Hard to Find”

<https://prezi.com/>

Prezi

<https://prezi.com/support/article/steps/get-started-with-prezi/>

Prezi tutorial

<https://www.blogger.com/>

Blogger.com

<http://weblogs.about.com/od/creatingablog/ss/BloggerTutorial.htm>

Blogger.com tutorial

**PART II:**

**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (1-2 pages)*

Describe your classroom arrangement.

**Agenda (include days and times)**

Day One:

Students will briefly write short narratives, similar to the pre-assessment and share - 25 minutes

Discuss author’s voice and writing style - 15 minutes

Discuss Flannery O’Connor’s writing style in AGMIHTF - 15 minutes

Discuss Edgar Allan Poe’s writing style in TTTH - 15 minutes

Introduce assessment - 10 minutes

Assignment: Begin looking at handout for suggested stories

Day Two:

Give students time to form groups, if they choose - 5 minutes

Work day for students, primarily research - 75 minutes

Assignment - Begin forming prezi or blogs

Day Three:

Work day - blogs and prezis should be completed by the end of the class - 80 minutes

Day Four:

Presentations - 80 minutes

**Teaching and Learning Sequence** (Include all hyperlinks of the above URL's in this section.)

Students will understand that narrative writing is complex. (Where) Understanding the complexities of narrative stories can help your personal storytelling, making it more interesting and engaging. Common Core Standards are: *3. Write narratives to develop real or imagined events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b.Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c.Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise word and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.*

Students will participate in a hook similar to their pre-assessment. They will be given time to write a short personal narrative, perhaps even the same one they wrote about in their pre-assessment, and are encouraged to show off their progress in understanding how to better their writing, and show off their literary style. They will be given the chance to share these if they wish.

**Where, Why , What, Hook Tailors:** Verbal/Linguistic, Intrapersonal

Students will know plot , theme, foreshadowing, allegory, allusion, characterization, conflict, diction, point of view, setting, and tone, and the importance of theme and symbolism, character details (such as archetypes and foils), and the significance of time. They will know most of this already, but will also be understanding the writing styles of different authors. See content notes for more details. Students will use a [story map](http://www.eduplace.com/graphicorganizer/pdf/storymap1_eng.pdf) which they will fill in for one or more short fiction examples, and to work on their final project. This is to remind students of the importance of plot, while also making note of other crucial literary elements. Students will participate in small round table discussions, where they will be given an author to talk about. Each student will need to write down their contribution on a piece of paper. Students should be making note of things like the author’s use of tone, foreshadowing, and characterization. This will precede the discussions on each author, and will allow students to better contribute to discussion. To check for understanding, students will fill out exit tickets answering a question about the material discussed that day. Questions could include “what part of Flannery O’Connor’s [writing style](http://www.cliffsnotes.com/literature/o/oconnors-short-stories/about-oconnors-short-stories) is best displayed by the setting of [‘A Good Man is Hard to Find’](http://xroads.virginia.edu/~drbr/goodman.html).”

**Equip, Explore, Rethink, Tailors:** *Interpersonal, Intrapersonal, Verbal/Linguistic, Logical/Mathematical*

Students will be able to analyze different themes addressed using different literary elements and recognize the writing qualities in a narrative. On their own, or in groups of no more than three, students will create a [prezi](https://prezi.com/) explaining different themes and/or literary devices in a specific work of short fiction OR create a [blog](https://www.blogger.com/) detailing the different literary styles and qualities of several examples of short fiction. For the prezi, they will be expected to analyze the work of an author we have not read in class, using the suggestions handout the teacher will give to students. Tutorials on how to use prezi can be found [here](https://prezi.com/support/article/steps/get-started-with-prezi/). For the blog, students must include blog postings on both authors we have discussed in class, as well as one they analyze on their own.Tutorials on how to use blogger.com can be found[here](http://weblogs.about.com/od/creatingablog/ss/BloggerTutorial.htm)**.** If the students are in groups, each student must have a ‘voice’ in some way. This means if they are creating a blog, each student must have one blog posting. If they are creating a prezi, each student must speak at least once.

Students will look at the blogs or prezis of some of their peers and evaluate them using a checklist.

**Experience, Revise, Refine, Tailors:** *Verbal/Linguistic, Interpersonal, Intrapersonal*

The teacher will be using a checklist to evaluate blogs and prezis. They will also be holding conferences with students and student groups during one or both of the in-class work days. During the work days, when the teacher is not holding conferences, they will be walking around, checking up on students and making sure they are staying on task. Throughout the unit, students have been learning how to create detailed, well-written narratives. This lesson gives them the chance to explore other authors on their own, to see how other authors create and hone their styles.

**Evaluate, Tailors:** *Verbal/Linguistic, Interpersonal, Kinesthetic*

**Teacher Content Notes**

Students at this point will have a firm concept of all vocabulary of the unit.

Edgar Allan Poe Writing Style: Edgar Allan Poe is known for writing horror stories, and his style reflects that. The term he used for hist style is “arabesque” which is a style of prose designed to cause uneasy and uncomfortable feelings in the reader. His writing style is often very descriptive. Some notable characteristics of Poe’s writing style include First Person Narrative, specific atmosphere, and twisted characterization.

First person allows the author to speak through the narrator, which often helps readers emotionally connect to the reading. First person also results in unreliable narrators, which adds suspension in the reader, and can result in readers not knowing what is true and what is false.

Poe generally creates very specific atmospheres. He often creates atmospheres of tension and horror. In “The Tell-Tale Heart,” he creates a tense and maddening atmosphere, which reflects the feelings of the narrator.

Many of Poe’s characters are twisted, having committed crimes, often out of their right mindsets. In “The Tell-Tale Heart,” the narrator is clearly not in his right mindset and spends the entirety of the narrative attempting to convince the readers that he is not insane, but instead proves the opposite.

For more information on Poe’s Style, and sites to help guide discussion, look [here](http://www.enotes.com/homework-help/what-edgar-allan-poes-stylistc-elements-221183), [here](http://education.seattlepi.com/narrative-style-structure-the-telltale-heart-5989.html), and [here](http://www.shmoop.com/tell-tale-heart/writing-style.html).

Flannery O’Connor’s Writing Style: Flannery O’Connor’s writing style often seemed plain, but has many underlying techniques. In AGMIHTF she utilizes foreshadowing and irony in both obvious and subtle ways.

She tends to write about the southern United States, as this is where she was born and raised. In AGMIHTF, the family is traveling to Tennessee, and much of the grandmother’s characterization makes her southern personality apparent.

Many of her characters have arrogant personalities, displayed in different ways. They often think they are above other people, and that they are the pinnacle of humanity. Many of O'Connor's stories also include these characters being brought back down to the levels of everyone else.

In AFMIHTF, this happens between the grandmother and the Misfit. The grandmother must be brought back down to the level of average humanity, even if it is only in her last moments.

Much of her writing also has heavy religious undertones. She once described her characters as always needing to reach a moment of grace, in which the characters are given a chance to become humble, to realize they’re not better than the people around them. As mentioned above, this happens when the grandmother is able to reach a moment of grace in her last moments of life.

The actual structure of her writing style is often very straightforward. She does not often waste time on grand and wordy descriptions, and instead focuses entirely on the meat of the story.

For more information on O’Connor’s writing style, and to guide discussion, look [here](http://www.cliffsnotes.com/literature/o/oconnors-short-stories/about-oconnors-short-stories), [here](http://www.shmoop.com/good-man-hard-to-find/writing-style.html), and [here](http://www.enotes.com/topics/good-man-is-hard-to-find/in-depth).

Day one will begin with a hook, similar to the pre-assessment. Students will be given time to write a short personal narrative, perhaps even the same one they wrote about in their pre-assessment, and are encouraged to show off their progress in understanding how to better their writing, and show off their literary style. They will be given the chance to share these if they wish. There will then be a discussion of author’s writing style, what defines a writing style, and then individual discussions on the two stories that have been read in previous lessons. The teacher will then introduce the summative assessment for this lesson, which is a blog or a prezi. Students will primarily be learning on their own in this lesson, due to the nature of the project. They will need to read another short narrative for their project, and will be given a handout with a list of acceptable narratives to read (although students can make arrangements with the teacher to read other works).

Day two will primarily be a work day. Students will either work alone or in small groups of no more than three. These groups will be picked by the students. During this class, they are expected to read a narrative that they will choose to discuss if they haven’t already, and will be expected to begin research on their own on writing style. They can also discuss things that might have lead to certain authors favoring different parts of their style, and will need to do research on that.

Day Three will also be a work day, in which blogs and prezis are expected to be finished or close to finish by the end of. The teacher will also be holding student conferences, to see how each student is handling the project.

Day Four will be a presentation day, for those students who created prezis.

**Handouts**

Story Map Organizer

Suggested Reading List

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

***Learning Styles***

***Clipboard:*** Clipboards will find comfort in the checklists being used for the final project. Ther also like when they can understand the structure and framework of things, and this lesson lets them explore that in terms of author’s writing style.

***Microscope:*** These students enjoy exploring material on their own, and this lesson will allow them to flourish. It is very self-directed learning, and they will be able to use the knowledge they have gained in past lessons and apply them to a new author. This will allow them to make conclusions on their own.

***Puppy:*** Puppy students will be able to form groups on their own for the summative assessment, giving them the social comfort they require. They will also be working in groups for the round table discussion, which will allow them to explore information in a group setting.

***Beach Ball:*** These learning have a choice in which project they would rather do, and have a choice in which extra author they want to explore. They have total freedom with how they want to give information, aside from needing to use a blog or prezi.

***Rationale:*** It is important to consider a variety of learners in the classroom, and to be able to adhere to each of them in some way. Group discussions and working in partners allows students to foster social interactions and engage with their peers.

***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

***Formative:***

**Section I – checking for understanding strategy during instruction**

To check for understanding, students will fill out exit tickets answering a question about the material discussed that day.

**Section II – timely feedback for products (self, peer, teacher)**

Students will look at the blogs or prezis of some of their peers and evaluate them using a checklist. The teacher will evaluate prezis using a rubric and blogs using a checklist, both with comments.

***Summative:***

**Prezi** - Students will create a prezi explaining different themes and/or literary devices of at least two examples of short fiction. One must be a text we discussed in class and the other should be a work read independently. Student should do minor research on each author they discuss, and should include a slide on how the author's life affects their writing. These will be presented in class.

**Blog** - Students will create a blog detailing the different literary styles and qualities of at least two examples of short fiction. These can include noting the author's use of foreshadowing or narrative tone. Students should do minor research on each author they discuss, and in their blogs should mention how each author's life affects their writing. One of these stories must be one we discussed in class, and the other should be a work read independently. Students are encouraged to include graphics or other media content on their blogs.

***Rationale:*** Students understanding will be checked regularly without fear of failing a content check. They will also have time to reflect on their own learning, taking responsibility for their learning. The assessments will give them opportunities to reinforce their learning and to display their understanding, and give them a chance to see how other authors display their skills.

***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

***Content Knowledge:***

***MLR or CCSS or NGSS:***

**Common Core State Standards**

**Content Area:** English

**Grade Level:** Grade 11-12

**Domain:** Writing

**Cluster:** Text Types and Purposes

**Standards:** 3. Write narratives to develop real or imagined events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d. Use precise word and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

***Facet: Perspective and Self-Knowledge***

***Rationale:*** Students will have an understanding of narratives written by other authors that display all of the qualities of a narrative that they should have in their own written narratives.

***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

***MI Strategies:***

**Verbal:** One of the assessment option is a heavily linguistic blog about literary styles.

**Logic:** The story map will help students organize the plot and details of their final assessment.

**Visual:** Students will use a story map that provides a way of seeing all the details and plot coming together.

**Kinesthetic:** Round table discussions will have students moving to get with groups and if desired, moving to a different location in the classroom.

**Intrapersonal:** The assessment for this lesson will be done alone, as well as students will use exit tickets to reflect over the answer to a question about the material.

**Interpersonal:** Students will participate in roundtable discussions in small groups, and then will participate in a larger class discussion.

***SAMR:***

Students will be creating either a blog or a prezi. Both of these have tools that aide in the creation of them, making them easier than a simple journal entry or a physical poster. Because of this, both of these are reaching the Augmentation level of the SAMR model,

***Rationale:*** The content will reach each of the multiple intelligences in some way, allowing students to have a variety of connections to the learning material. Introducing students to different technology allows them to be adept in a technological world. Being able to use technology instead of having physical copies can also make it easier for students to show off the work they have been doing.

***NETS STANDARDS FOR TEACHERS***

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

***Rationale:*** Students will be able to be creative with their blogs and prezis, designing them how they want, and deciding how they want the information to be displayed. Students will have an understanding of how real, published authors have their own styles. Student will be able to work in groups and to get feedback from their peers and their teacher.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:*** They will be using digital tools to create their blogs and presentations, opposed to traditional pen, paper, and poster board. They will be managing much of their learning on their own during this lesson, as it is self-guided and they will be doing research. There are many different learning styles that are being adhered to throughout, and different kinds of learners can adapt their projects accordingly, to satisfy their individual needs.